

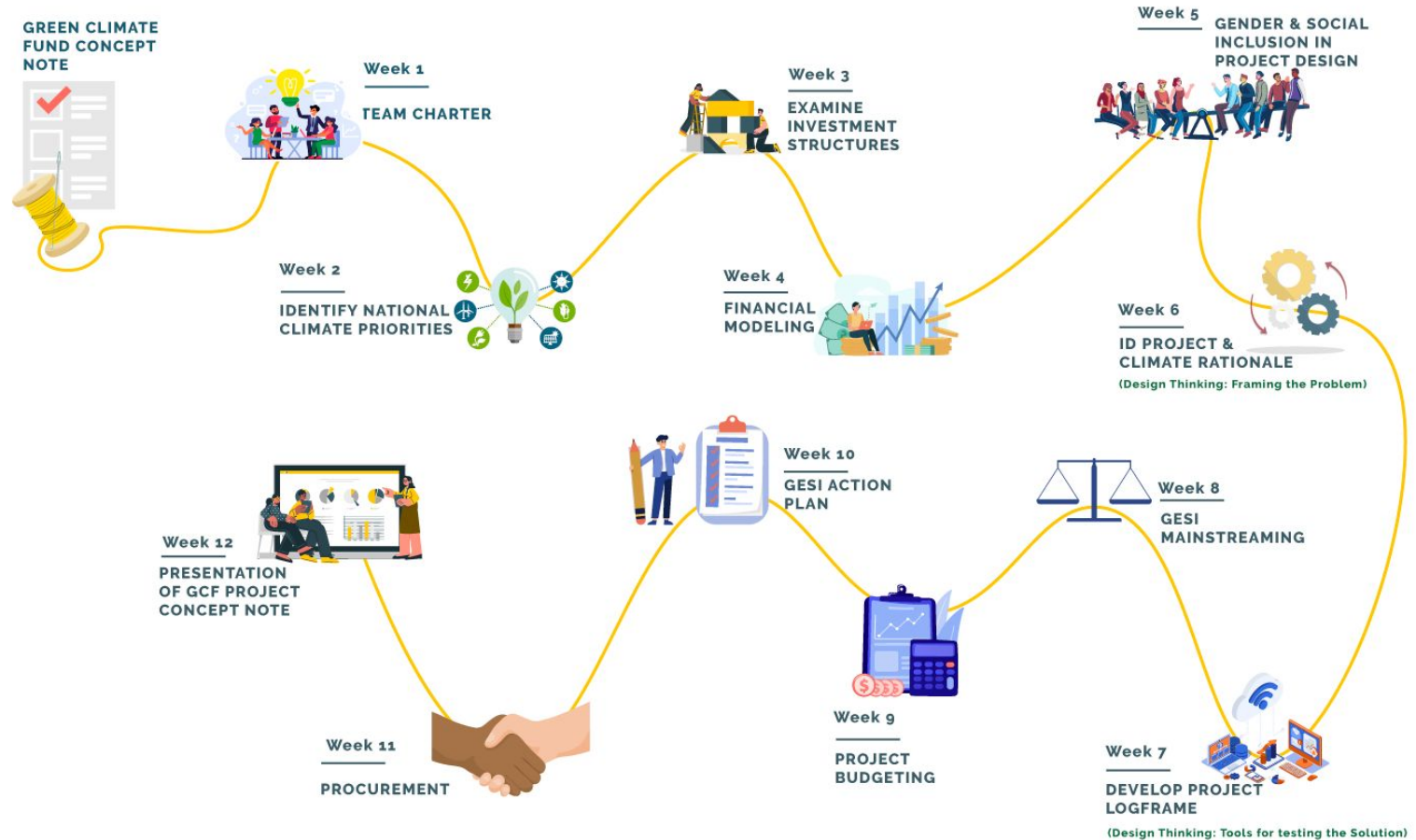


The Southern Africa
Climate Finance Partnership

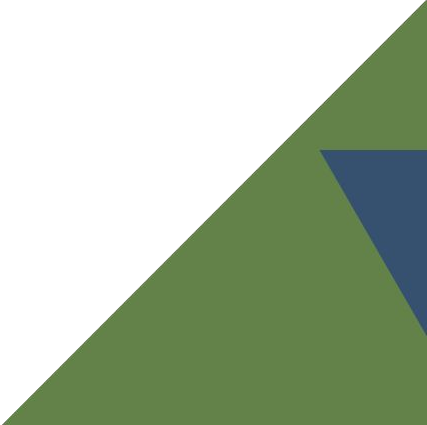
DESIGNING CLIMATE FINANCE SOLUTIONS IN A SHIFTING INVESTMENT LANDSCAPE

A toolbox for innovative practitioners

GROUP ASSIGNMENT: GOLDEN THREAD



Overarching topics

- ESS and Gender (as concepts)
 - Gender/ESS and climate change
 - Gender, ESS and the GCF
 - Gender mainstreaming and ESS in project development, implementation and M&E
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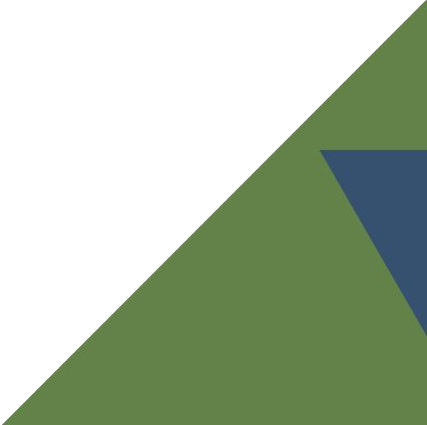
Learning Outcomes

Upon completion of this Learning Theme, you should be able to:

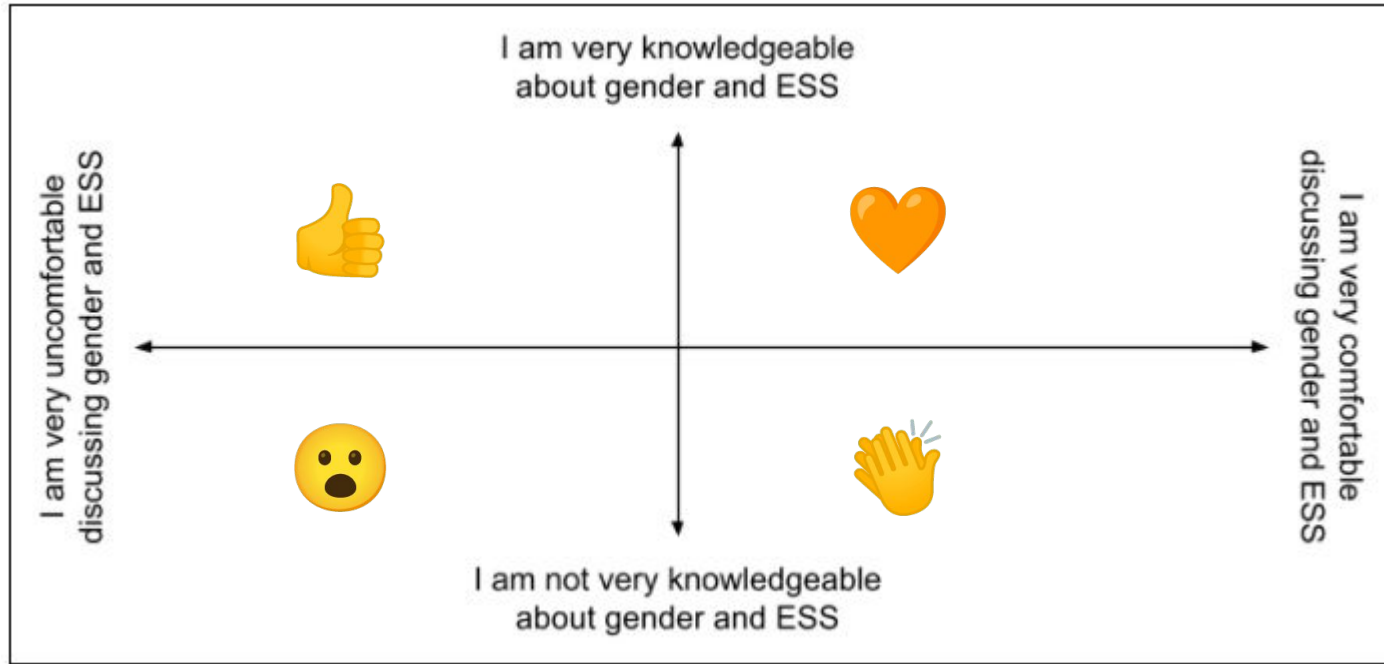
1. Understand the **background and context of GESS to climate change**, climate finance and the GCF specifically
2. Understand the **relevance and application of GESS** to your institutional context
3. Identify and articulate **intersectional risks** and operationalise responsive/transformational **opportunities** at ALL project stages (scoping, design, implementation, M&E)
4. **Deploy, and interpret GESS tools** and roleplayers at ALL project stages (scoping, design, implementation, M&E)

Baseline

Reflect on the following questions:

- What is your understanding of gender and ESS?
 - How do you think gender and ESS is relevant to your work?
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How would you situate your knowledge and comfort with gender and ESS on the matrix below?



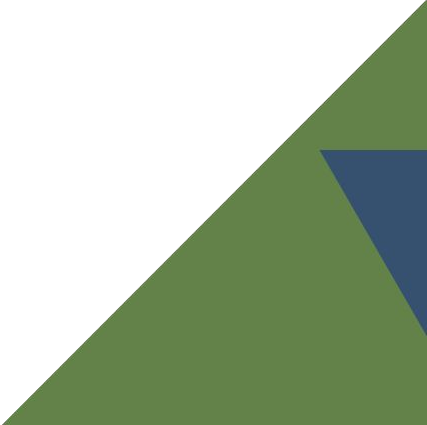
ESS and Gender

What is ESS?

ESS = Environmental and Social Safeguards

ESS gained prominence in the 1990s as a result of increased awareness of adverse impacts linked to internationally financed development projects

“Avoid, reduce, mitigate or manage adverse social and/or environmental impacts”

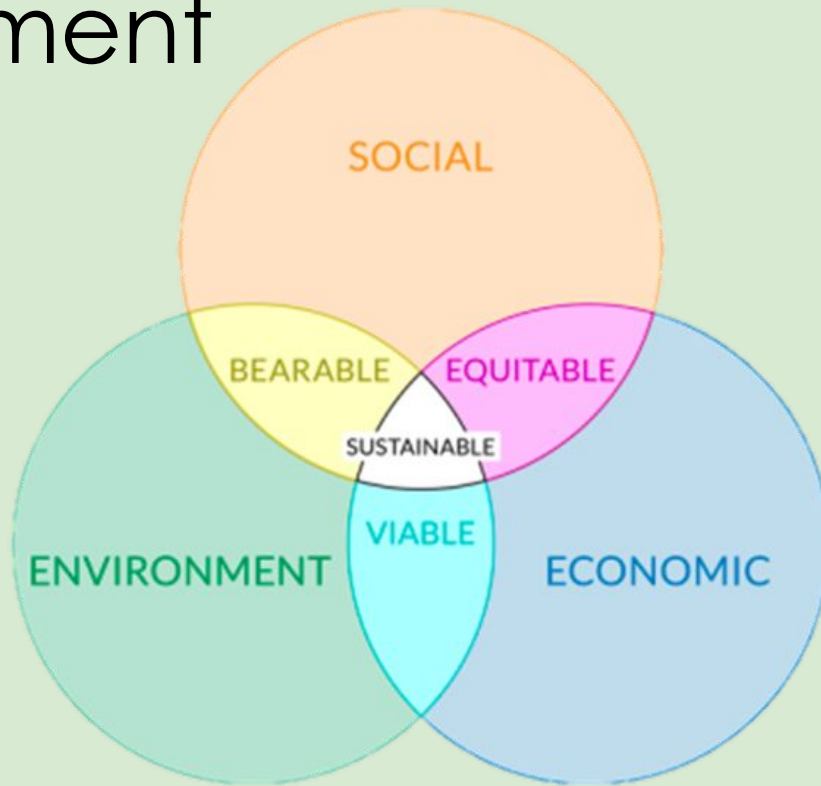


Benefits of ESS

Why?

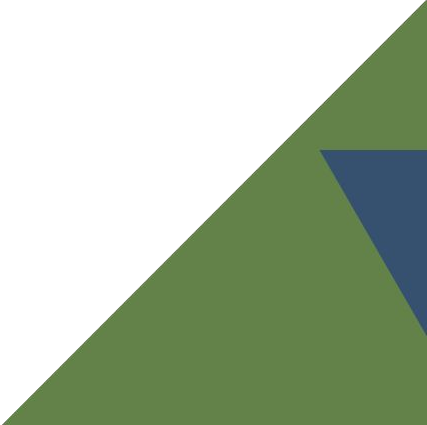
- Reduce conflict and contribute to buy-in
 - Avoid reputational damage
 - Assist project to meet objectives
 - Support long-term sustainability
 - Assist funding agencies to include risk considerations into the approval process
 - Increased profitability and revenue generation capacity
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Sustainable Development



What is gender?

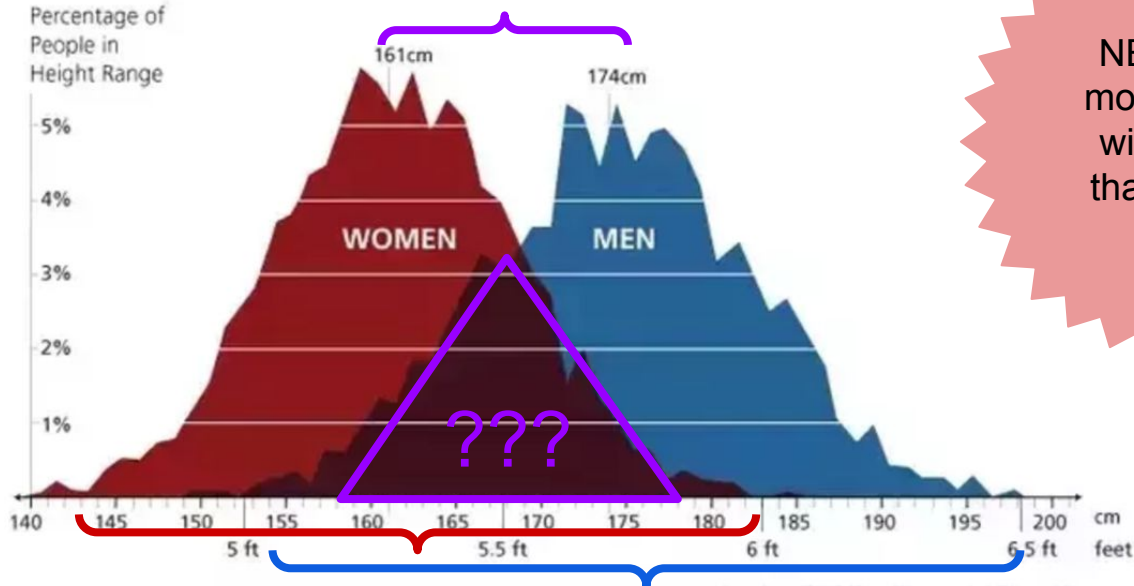
Sex vs. Gender

- Conventionally 'sex' describes the biological classification, assigned at birth (usually on the basis of genitals, XY chromosomes etc.)
 - Gender is a social 'construct' that describes the roles, behaviours, activities and attributes that a given society at a given time considers appropriate for men and women.
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From sex-differences to gender inequality

Height of Adult Women and Men

Within-group variation and between-group overlap are significant

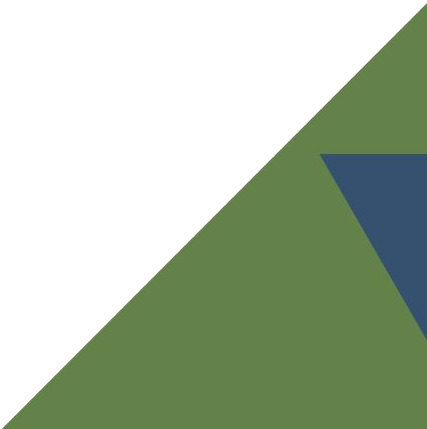


Data from U.S. CDC, adults ages 18-86 in 2007

NB: There is more variation within a sex, than between sexes

Discussion

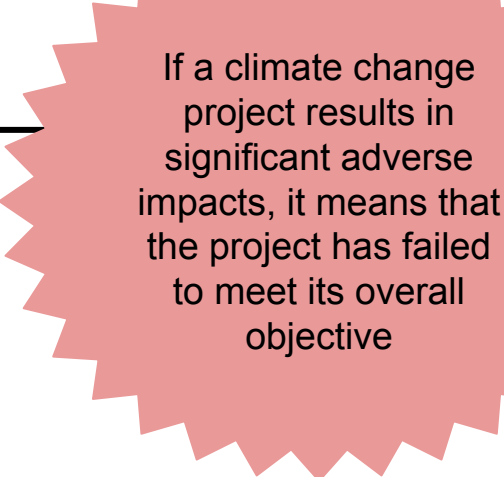
If a drought started tomorrow, how would that affect...

- you personally?
 - other men/women in your immediate household?
 - In your broader community?
 - In a rural community?
- 

Gender/ESS and climate change

ESS & climate change

Different from profit-oriented projects because **achieving environmental and social benefits is the goal**



If a climate change project results in significant adverse impacts, it means that the project has failed to meet its overall objective

Adaptation projects:

- increasing the resilience of communities; and
- conserving ecosystems and ecosystem services

Mitigation projects:

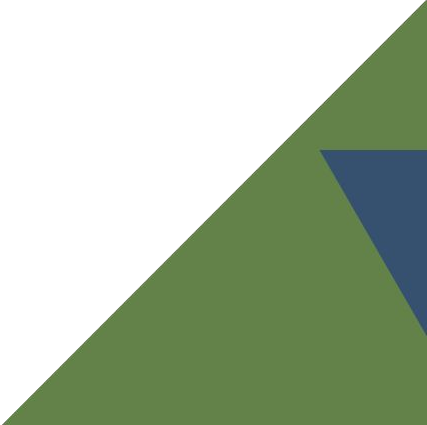
- reducing emissions of greenhouse gases; and
- capturing carbon through reforestation and restoration

Gender/ESS & climate change

“Men and women use natural resources differently and, as a result, they are affected differently by changes to these resources. Gender inequality and social exclusion increase the negative effects of environmental degradation on women and girls”

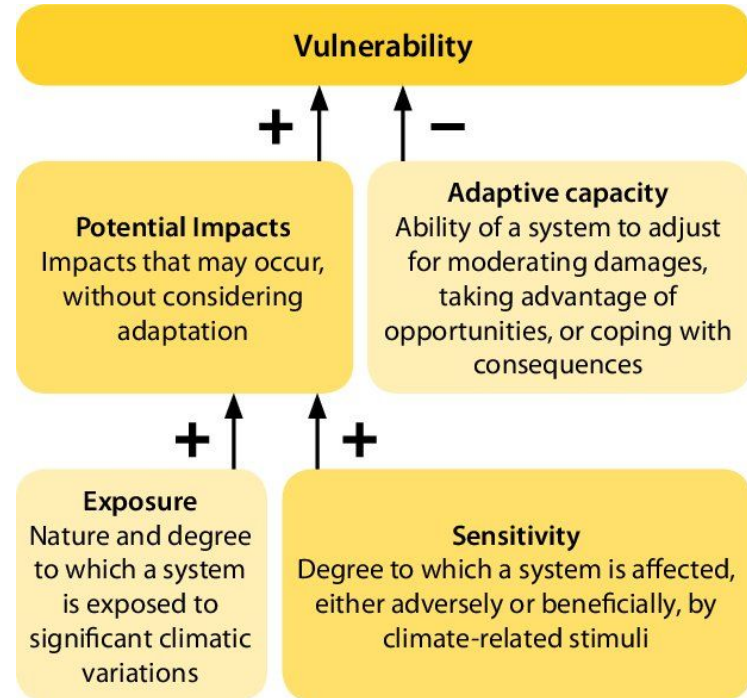
- - *GEF Policy on Gender Equality*

“The impacts of climate change can exacerbate existing gender inequalities”

- - *GCF Gender Policy*
- 

Vulnerability

*“The degree to which a system is **susceptible** to, or unable to cope with, adverse effects of climate change, including climate variability and extremes.”*

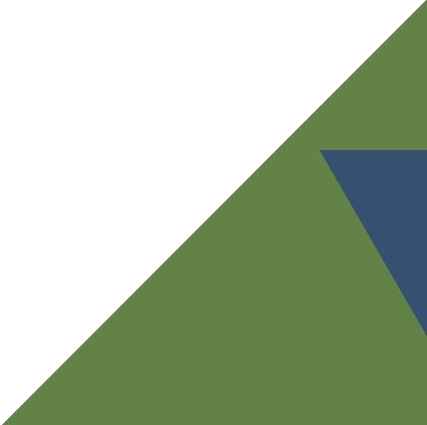


Gaps to consider

- Unequal access to and control of natural resources.
 - Unbalanced participation and decision-making in environmental planning and governance at all levels.
 - Uneven access to socio-economic benefits and services.
- 

Gender, ESS and the GCF

GCF approach to ESS

- 'Fit-for-purpose'
 - Safeguards must at the least meet GCF, AE or national standards
 - Safeguards are one of the two main criteria for gaining accreditation
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Rationale for GCF's gender mandate

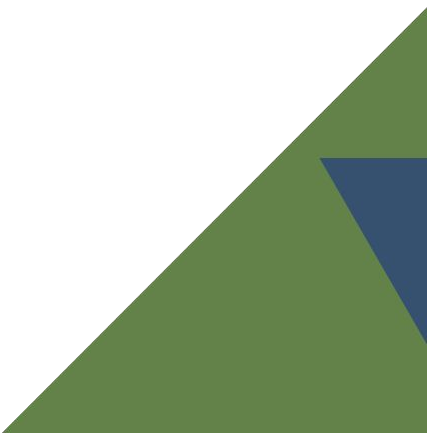
- **Women, as well as men, significantly contribute to combating climate change.** Shifting the paradigm towards low-emission and climate-resilient development pathways, which is the Fund's mandate, requires a large number of individual and collective decisions by women and men. A gender-sensitive approach is therefore part of a paradigm shift;
- **Climate change impacts women and men differently,** to the detriment of women, and existing gender inequalities are likely to be exacerbated by climate change; and
- **Gender inequality, exacerbated by climate change, is linked, as are other development areas, to vulnerability and risks.** The greater vulnerability of women to climate change stems from gender norms and discrimination that result in the imbalanced division of labour, lower income, and lesser livelihood opportunities; less access and control over land and other productive assets; fewer legal rights; lesser mobility and lesser political and professional representation.

Gender mainstreaming and ESS in project
development, implementation and M&E

What is mainstreaming?

- A public policy concept of incorporating a concept (Gender, Climate Change Adaptation, Youth etc.) into any planned policy action, including legislation and programmes, **in all areas and levels.**
- This is different to isolating this concept/policy within a singular department/ministry, although can be used in conjunction with this approach (as in the SDGs)
- In the project context, it means incorporating gender-sensitivity and gender-responsive planning throughout project design and implementation, not isolating it to the gender sections or annexes

Mainstreaming Objectives

- Prioritise the concept
 - Incorporate the concept into decision-making and programming
 - Shift institutional culture towards advancing the concept, to the extent that it becomes institutionalised
- 

Case study

Fuel-efficient cookstoves for reducing forest pressures and household pollution

- “As women are primarily responsible for cooking... [they] are disproportionately affected by the indoor air pollution caused by the use of solid fuels and traditional stoves”
- “Cookstoves that are designed to direct smoke away from users, generate fewer harmful emissions, or use less fuel are often proposed as potential solutions to this health and environmental challenge. More efficient stoves could also help people save time and money collecting or buying fuel.”

BUT

- “Several of the cookstoves tested were not well adapted to people’s cooking habits or preferences or required a lot of maintenance.”
- “People cared more about features like fuel costs and cooking time than smoke”
- “while women had stronger preferences for cleaner stoves, they lacked decision-making power at home to make purchases”

Homework

1. Read up generally on conditions of gender and social inclusion in your own countries, to prepare for the next lecture. Useful resources include :
 - www.genderindex.org/country-profiles/
 - <https://www.afdb.org/en/documents/project-operations/country-gender-profiles>
 - World Bank profiles etc.

Indicator ⁵	Botswana	Namibia	Tanzania	Zambia	Zimbabwe
Enrollment rate, primary, female:male	1.023053	1.025726	1.043964	1.04603	n/a
Literacy rate, adult female:male (ages 15 and above)	1.015432	0.997916	0.87848	0.917024	0.989891
Unemployment, female:male (% of respective labor force)(2019)	1.459786	0.884909	1.712329	1.210916	1.244395
Labor force participation rate, female:male ((2019)	0.855329	0.880208	0.913667	0.893401	0.878641

Description	Botswana		Namibia		Tanzania		Zambia		Zimbabwe	
	Rank/ Group	Score	Rank/ Group	Score	Rank/ Group	Score	Rank/ Group	Score	Rank/ Group	Score
Global Gender Gap Index 2021 ¹ (rank /156; score 0-1)	71	0.716	6	0.809	82	0.707	56	0.726	47	0.723
Gender Inequality Index (GII) 2019 ² (rank /162; score 0-1, inverted)	116	0,465	106	0,440	140	0,556	137	0,539	129	0,527

Description	Botswana		Namibia		Tanzania		Zambia		Zimbabwe	
	Rank/ Group	Score	Rank/ Group	Score	Rank/ Group	Score	Rank/ Group	Score	Rank/ Group	Score
Gender Development Index (GDI) ³ (group 1-5, score 0-2)	1	0,998	1	1,007	3	0,948	2	0,958	3	0,931
Social Institutions and Gender Index (SIGI) ⁴ (Very low-very high, score 0-100%)	INC	INC	Low	27%	High	46%	Medium	35%	Medium	32%

Discussion

- Questions?
 - Do you think GESI is relevant to your institution and its usual work?
 - Initial reflections of research of conditions (statistics etc.) of gender and social inclusion in your own countries?
- 

Coaching Session

1. Review your institutional policies, and country's climate change documents (NDC, NAP, National Communications, BUR, country programme etc) for gender and social considerations (we suggest searching for terms like “gender”, “sex”, “women/men”, “vulnerable”, “elderly/youth” etc.) to answer the following questions:

- Do these documents describe differentiated climate impacts?
- Do your policies/plans target certain groups?
 - If so, how?
- Are targets and indicators sex-disaggregated?

2. Do you have an institutional or national gender or social inclusion policy/plan?

- (How) Is it incorporated into climate change planning?
- Who are the relevant external role players? What role do they play and why are they important?

Watch





The Southern Africa
Climate Finance Partnership



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